Self-evaluation

A Handbook for
Early Childhood Services
Staff

Early Childhood Services

Alberta
EDUCATION

DEFINITION

Self-evaluation is a continuous process whereby a person examines himself and his own work in terms of effective:

— knowledge,

— behavior,

— attitudes,

— feelings.

This includes a systematic review of:

1. program content,
2. relationships — with children — with staff members — with families and community.

Self-evaluation is a personal activity to be treated in a confidential manner by others who may be involved in the process.

PURPOSE

The purposes of self-evaluation are:

1. professional development,
2. identification of improvements needed,
3. personal development,
4. effective use of resources.

ASSUMPTIONS

It is assumed that improvement will take place only when the person believes that improvement is possible and desires to improve.

This handbook is based upon the belief that:

— individuals wish to know how well they are doing,

— self-evaluation is an effective step towards improvement,

— change is most effective when a person asks:

- Is change needed?
- What change is needed?
- Why is it needed?
- What should I do?

OBJECTIVES: RELATIONSHIP TO SELF-EVALUATION

When doing self-evaluation, one must consider the following:

— written objectives of the program,

— developmental needs of chil ren,

— personal performance expectations, and

— feedback from others
(children, staff, parents, and community).

Although objectives from these sources may be somewhat different, there should be some consistency among them.

Objectives in Self-Evaluation

Determining the degree to which objectives are being achieved is basic to the process of all evaluation.

Evaluation indicates:

— which objectives are being achieved,

— what changes are needed to achieve objectives,

— whether changes in objectives are needed.

OBJECTIVES: RELATIONSHIP TO SELF-EVALUATION

Following self-evaluation a person is encouraged to develop personal objectives for improvement of performance. These objectives might focus upon:

— programming strategies,

— planning and program management,

— knowledge about children, self or other adults,

— personal factors,

— interpersonal relationships,

— observational techniques,

— communication skills.

Objectives developed from self-evaluation can be kept private or may be shared with colleagues to discover common needs. These needs may be the basis for staff development activities such as in-service training programs.

PLANNING YOUR SELF-EVALUATION

This handbook suggests a number of ways to help you analyze your performance and to set objectives for personal development.

It is not intended as a description of the "ideal" or "complete" early childhood worker.

This handbook provides:

— a starting point for planning your self-evaluation,

— a set of resource materials from which you may choose those suitable for your own purposes,

— some methods which can be used in self-evaluation,

— some suggested procedures for self-improvement.

To evaluate yourself means to value or judge yourself against some standard of performance which you wish to attain.

Getting information about yourself and your performance is the beginning. You need this information to make decisions and to plan further actions.

To be useful, the information you gather should be arranged into some order or framework. That framework can serve you best if it describes:

— aspects of your work with which you are satisfied,

— specific areas needing improvement,

— objectives to attain,

— detailed plans of what you intend to do and how you will proceed,

— how you will determine your success.

It is easier to check your progress if you develop specific objectives with definite time limits.

The effectiveness of self-evaluation depends upon:

- the time and care you devote to planning your evaluation,
- how objective you are in assessing your own performance,
- what specific actions you take to improve.

RESOURCES

This section contains some resources which should be helpful for self-evaluation. The examples provided may be used as they are or may be modified to better suit personal needs and interests.

ITEM	RESOURCE TITLES
A	Bibliography
B	E.C.S. Self-Evaluation Guide
C	How Well Do I Like Myself?
D	Survival Quotient
E	Audio/Video Recording
F	My View
G	Interpersonal Ability
H	Strengths and Weaknesses
I	Children's Program Checklist

BIBLIOGRAPHY

BEATY, JANICE

Skills for Preschool Teachers
Charles E. Merrill, Pub., Columbus, Ohio 1979

A general reference dealing with program planning for preschool staff. Provides several useful methods for planning an evaluation such as: a checklist of classroom competencies; brief checklists for reviewing "interest centers"; a child involvement checklist; a checklist for assessing daily program schedules. Appendix A provides a detailed outline of the competencies required for the (U.S.) Child Development Associate Credential. This could be useful for comparison by aides and instructional assistants in Alberta programs.

BLOUNT, GAIL (ed.)

Teacher Evaluation: An Annotated Bibliography
Ontario Institute for Studies in Education, Toronto, Ontario, March, 1974

Provides over 130 annotated references including a listing of: books, reports and journals; criteria for evaluation; processes of evaluation. Sections include: observation techniques; self-evaluation; student evaluation of teachers; teacher performance tests; performance-based evaluation; research on teacher effectiveness and merit rating.

CROFT, DOREEN

Be Honest With Yourself: A Self-Evaluation Handbook for Early Childhood Education Teachers
Wadsworth Pub., Belmont, California 1976

This handbook was designed in workbook format to actively involve student teachers in evaluating their work. It contains numerous techniques for self-evaluation of interest to the individual working in an early childhood program. Over 120 pages of incidents derived from working with young children and numerous self-evaluation forms are provided.

CLOUGH, D. and CLOUGH, B.

A Handbook of Effective Techniques for Teacher Aides
Charles C. Thomas, Pub., Springfield, Illinois 1978

This handbook provides numerous practical suggestions regarding all aspects of the role of teacher aides. Chapter 10, Evaluating Yourself, reviews the purposes of self-evaluation, some criteria which may be considered and three example evaluation forms.

CURWIN, RICHARD and FUHRMANN, B. SCHNEIDER

Discovering Your Teaching Self
Prentice-Hall, Englewood Cliffs, N.J. 1975
(See Ch. 3 Examining Your Teaching Self)

A general reference for teachers of all ages. Contains many references, ideas and techniques for better understanding yourself personally and your role as teacher. Some techniques such as the Jo-Hari Window provide detailed means for self-disclosure and feedback.

HESS, R. C. and CROFT, D.

Teachers of Young Children
Houghton Mifflin Pub., Boston 1975

A general reference for workers with young children. Chapter 14, Self-Evaluation: The Art of Developing Your Own Resources, contains several sections dealing with such topics as: how do you know you're doing a good job?; sources of feedback; setting goals and assessing progress; specific ways to get help.

KASINDORF, MARY E.

A Self-Evaluation Guide to Competencies In Early Childhood Education
Humanics Ltd., Atlanta, Georgia 1979

This guide contains a variety of resources (checklists, improvement suggestions, reference lists) for self-evaluation based upon commonly used components in early childhood development programs. The guide includes thirteen functional areas of programming such as: safety, health, self-concept, social development, etc. Permission to copy the various self-evaluation instruments in the guide is granted by the publisher.

KATZ, L. G.

"Developmental Stages of Preschool Teachers"
The Elementary School Journal, 23 No. 1, 50-54, 1972

This article describes the general "stages" of development most preschool teachers experience during their first years of teaching. Of value to the new and the experienced teacher as a basis for better understanding their present teaching priorities and for anticipating how these may change.

MAY, VIRGINIA

Finding My Own Way Handbook I
ACCESS, Edmonton, Alberta

This handbook was developed to assist women in reviewing their personal and career potentials. Contains many useful self-assessment techniques and suggestions for action. Although planned for use by women, many of the materials are also applicable to men.

NEUMANN, EVA A.

"Developing Teacher Awareness"
Childhood Education, March 1975

An article reviewing the need for objective consideration and awareness by teachers of their competency. Sub-sections deal with awareness of self, of children and of the environment. Several open ended questions related to each section are included.

OLDS, ROBERT

Self-Evaluation for Teachers and Administrators
School Management Institute, Worthington, Ohio 1973

A handbook of purpose, rationale and methods of self-evaluation for teachers and administrators of programs for children of all ages. Contains a bibliography of additional references.

RICHARDSON, E.

"My Thoughts: A Self-Evaluation Instrument"
NASSP Bulletin, December No. 395 1975

This article provides a detailed checklist whereby persons who work with young children may assess their attitudes and personal characteristics. Some suggestions for ways of changing attitudes or characteristics are mentioned.

TOUGH, JOAN

Listening to Children Talking
Schools Council Publications, London, England 1976

This book was prepared as a guide for appraisal of children's use of language. However, it also contains several references describing techniques for assessment using tape recordings. These techniques can be useful for staff self-evaluation as well as for assessing the oral language of children.

ALBERTA TEACHERS' ASSOCIATION

Cooperative Assessment: A Manual for Teachers
Alberta Teachers' Association, Edmonton, Alberta 1979

This manual was developed to encourage professional development activity based upon the premise that significant improvement can result from staff examination of the school situation. Part IV, Self-Evaluation, is designed to help teachers assess their performance. Items include many aspects of teaching under the headings: Classroom Organization, Teacher/Pupil Relationships, Staff Relations, and Professional Attributes.

CANADIAN TEACHERS' FEDERATION

Bibliographies in Education No. 40: Microteaching
Ottawa, Ontario, January 1974

A bibliography listing materials published on microteaching (video-taping for evaluation purposes) since 1969. Over 90 references are provided.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

Teachers' Self-Evaluation Guide
Toronto, Ontario

A self-evaluation manual developed to assist the teacher in assessing six areas of responsibility: Teaching Skills, Teaching Strategies, Classroom Management, Subject Competence and Professional Growth, Interpersonal Relationships, and Contribution To The Total School Effort. Although this document is oriented to school systems, it provides a useful model for persons interested in using a rating system for self-evaluation.

E.C.S. SELF-EVALUATION GUIDE

Every early childhood program staff member evaluates his or her own performance in some way.

This guide provides one way for organizing self-evaluation. It is a personal tool to assess over-all performance and to plan objectives for self-improvement.

Although the guide includes many competencies considered to be essential for early childhood workers, it is not intended as a description of the "complete" worker. Rather, it is recognized that each person has a variety of skills and that some of these can be more fully developed.

The guide consists of four "areas of competence", each containing several major statements. Each statement includes some sub-statements which address certain aspects of the competency. If desired, other sub-statements could also be used/added by the person using the guide.

Procedure:

I Evaluate yourself on each sub-statement,

II Enter your record on the "Summary Chart",

III Complete "My Action Plan".

Competence Area No. 1

PROGRAM DESIGN

Definition: Ability to organize the use of time, space, personnel and materials in order to achieve the goals and objectives of the program.

	Circle One		
	Always	Sometimes	Seldomly
1.A I schedule time to:			
a) permit an uninterrupted flow of individual or small group learning activity,	1	2	3
b) allow for spontaneous events and interests to be accommodated,	1	2	3
c) provide for variation in the type of activity.	1	2	3
1.B I encourage the child to plan use of time by:			
a) helping the child to accept responsibility for planning his own projects and activities,	1	2	3
b) rewarding the child for completing a planned project/activity and for choosing another,	1	2	3
c) providing optional activities which require varying amounts of time to complete.	1	2	3
1.C I maximize use of available learning time by:			
a) establishing daily routines which are well known to the children,	1	2	3
b) allowing time for children's participation in preparations and clean-up,	1	2	3
c) providing adequate warning that an activity is about to change.	1	2	3
1.D I plan the use of available space to:			
a) have materials readily available for use,	1	2	3
b) provide visual and/or sound barriers between quiet and active areas,	1	2	3
c) allow for verbal interaction and for social learning to take place.	1	2	3

1.E I place equipment to provide for:

a) safety and security. 1 2 3

b) arrangements that let children know what kind of activity is appropriate, 1 2 3

c) attractive settings which encourage exploration and self-directed learning. 1 2 3

1.F I provide opportunities for staff members and volunteers to:

a) define their respective roles and clarify mutual expectations, 1 2 3

b) to assist with program planning, 1 2 3

c) to use their talents in the program. 1 2 3

1.G I encourage parent involvement by:

a) being available to discuss parents' expectations for their child and for the program, 1 2 3

b) showing my willingness to listen to their concerns and to share my insights and knowledge about children, 1 2 3

c) providing many opportunities for parents to be directly involved with children in the program. 1 2 3

1.H I encourage community involvement by:

a) being informed about the community and its resources, 1 2 3

b) planning ways to use the learning opportunities afforded by the community, 1 2 3

c) being available for meetings and workshops with other community agencies. 1 2 3

1.I I ensure that the program has the materials it needs by:

a) discussing needs with the program operator, 1 2 3

b) using a checklist to determine needs for material resources, 1 2 3

c) careful storage of supplies and equipment when not in use. 1 2 3

Competence Area No. 2

PROGRAM IMPLEMENTATION

Definition: Ability to relate the program design to children's developmental levels, learning abilities and individual characteristics.

	Circle One		
	Always	Sometimes	Seldomly
2.A I observe children and use these observations as a basis for program planning by:			
a) keeping anecdotal records of children's behavior and selection of activities,	1	2	3
b) noting relationships that develop or need assistance,	1	2	3
c) using evaluative tools.	1	2	3
2.B I promote social development among children by:			
a) being cooperative,	1	2	3
b) rewarding positive behavior to each other,	1	2	3
c) giving opportunities for small-group activities.	1	2	3
2.C I promote physical development in children by:			
a) making sure the physical environment is safe,	1	2	3
b) providing ample opportunities for vigorous large muscle exercise,	1	2	3
c) planning daily small-muscle coordination activities.	1	2	3
2.D I promote intellectual development in children by placing emphasis upon opportunities for:			
a) oral language experiences,	1	2	3
b) questioning and problem-solving,	1	2	3
c) "hands-on" experiences with concrete materials.	1	2	3

2.E I promote cultural development in children by:			
a) providing opportunities to develop awareness and appreciation of one's own culture as well as the culture of others,	1	2	3
b) exposing children to customs of a variety of ethnic and cultural groups in the community,	1	2	3
c) encouraging musical and artistic activities.	1	2	3
2.F I promote emotional development in children by:			
a) fostering each child's self-esteem and confidence,	1	2	3
b) encouraging children to express feelings in acceptable ways,	1	2	3
c) providing opportunities for spontaneous role-play.	1	2	3
2.G I provide activities that serve as an outlet for each child's personality by:			
a) allowing the child to express himself through music and other artistic means in a non-critical atmosphere,	1	2	3
b) encouraging creativity in all areas of endeavor,	1	2	3
c) fostering appreciation of other people's creative efforts.	1	2	3
2.H I provide for special needs by:			
a) understanding how special needs affect the child's learning,	1	2	3
b) planning daily activities which include the child with special needs,	1	2	3
c) modifying the environment to accommodate a range of physical and emotional needs,	1	2	3
d) referring children with special needs to appropriate resources and services.	1	2	3

Competence Area No. 3

PERSONAL CAPABILITIES

Definition: Ability to serve as an effective model of behavior and performance for children and other adults who are involved in the program.

		Circle One		
		Always	Sometimes	Seldomly
3.A	I strive to increase my knowledge about myself as a result of:			
	a) being aware of my values and beliefs,	1	2	3
	b) understanding the lifestyles of children and parents whose lifestyles differ from my own,	1	2	3
	c) working confidently and respectfully with others,	1	2	3
	d) having realistic views of my own needs and abilities.	1	2	3
3.B	I illustrate for children curiosity and exploratory behavior by:			
	a) demonstrating that asking questions is important,	1	2	3
	b) planning open-ended tasks,	1	2	3
	c) encouraging investigations into causes,	1	2	3
	d) providing non-threatening but provocative activities.	1	2	3
3.C	I display a sense of humour and understanding in daily situations by:			
	a) expressing enjoyment in various ways,	1	2	3
	b) being physically and verbally affectionate towards children,	1	2	3
	c) dealing with problems quietly and firmly,	1	2	3
	d) participating in children's make-believe activities.	1	2	3

3.D I work effectively with others by:

a) accepting people without prejudice,	1	2	3
b) respecting individual differences and abilities,	1	2	3
c) approaching learning as a life-long process,	1	2	3
d) demonstrating ways of cooperative effort.	1	2	3

3.E I plan my program so that it can be adapted to meet the changing needs of children by:

a) understanding individual needs and behaviors,	1	2	3
b) assessing children's involvement in activities,	1	2	3
c) planning for individual choice within group tasks,	1	2	3
d) recognizing what a child is ready to learn (the "teachable moment").	1	2	3

3.F I demonstrate emotional responsiveness and encourage children's acceptance of their own feelings by:

a) understanding and accepting feelings of inadequacy, anger, fear, joy,	1	2	3
b) responding personally to each child's expression of his feelings,	1	2	3
c) accepting my own emotional responses and sharing my feelings with the children.	1	2	3

Competence Area No. 4

INTERPERSONAL CAPABILITIES

Definition: — Ability to develop the child's skills and satisfaction in interacting with people;

— To help the child feel free to explore and express his ideas without imposing one's own views;

— Ability to communicate effectively with adult members of the community.

Circle One

	Always	Sometimes	Seldomly
4.A I support the child's own goals and achievements in his selected activity by:			
a) encouraging the child to form and express his own goals,	1	2	3
b) accepting his attempts at judging his own success,	1	2	3
c) avoiding imposing adult standards on his achievements,	1	2	3
d) providing honest commentary to requests for approval,	1	2	3
e) assessing achievement in terms of the child's progress rather than group norms.	1	2	3
4.B I recognize and use individual characteristics and abilities of each child as a basis for personalizing the program through:			
a) designing the physical facilities and program arrangements for the child rather than only for the group,	1	2	3
b) stimulating spontaneous expression of ideas and feelings,	1	2	3
c) interacting personally with each child,	1	2	3
d) being specific in responding to children's questions,	1	2	3
e) acknowledging children's feelings and accepting, but not necessarily agreeing with, their ideas.	1	2	3

4.C I provide children with a socially and psychologically safe environment by:

a) assuring that their ideas and achievements are acknowledged,	1	2	3
b) avoiding discrediting curiosity or ridiculing effort,	1	2	3
c) fostering cooperation rather than competition,	1	2	3
d) encouraging individual rather than group response to questions or ideas,	1	2	3

4.D I provide structure and encouragement for children to explore, learn about and master their environment by:

a) demonstrating procedures to be followed,	1	2	3
b) giving simple, positive task-oriented directions,	1	2	3
c) asking open-ended questions,	1	2	3
d) structuring problem-solving situations.	1	2	3

4.E I employ positive approaches in guiding children's behavior such as:

a) avoiding shaming, blaming or sarcasm,	1	2	3
b) involving the child in finding acceptable alternatives to undesirable behavior,	1	2	3
c) using positive reinforcement to encourage desired behaviors,	1	2	3
d) ignoring negative behavior unless the behavior is harmful.	1	2	3

4.F I communicate effectively with children, parents and colleagues as a result of:

a) testing my listening skills by rephrasing the message in my own way,	1	2	3
b) listening attentively and checking what I heard with the speaker,	1	2	3
c) thinking out in advance the message which I wish to express.	1	2	3
d) observing reactions to my messages (Does everyone understand?).	1	2	3

SUMMARY CHART

The procedure below is designed to help you make a summary which will identify your strengths and those areas which could be improved.

1. Enter your record on the chart.
2. Add the total of each rating in each area.
3. Note individual high or low ratings.
4. Then, complete "My Action Plan".

Competence Area #1
— Program Design —

(1) Always
(2) Sometimes
(3) Seldomly

1.A a) ____ b) ____ c) ____
1.B a) ____ b) ____ c) ____
1.C a) ____ b) ____ c) ____
1.D a) ____ b) ____ c) ____
1.E a) ____ b) ____ c) ____
1.F a) ____ b) ____ c) ____
1.G a) ____ b) ____ c) ____
1.H a) ____ b) ____ c) ____
1.I a) ____ b) ____ c) ____

TOTALS ____ (1) ____ (2) ____ (3)

Competence Area #2
— Program Implementation —

(1) Always
(2) Sometimes
(3) Seldomly

2.A a) ____ b) ____ c) ____
2.B a) ____ b) ____ c) ____
2.C a) ____ b) ____ c) ____
2.D a) ____ b) ____ c) ____
2.E a) ____ b) ____ c) ____
2.F a) ____ b) ____ c) ____
2.G a) ____ b) ____ c) ____
2.H a) ____ b) ____ c) ____ d) ____

TOTALS ____ (1) ____ (2) ____ (3)

Competence Area #3

— Personal Capabilities —

(1) Always
(2) Sometimes
(3) Seldomly

3.A a) ____
b) ____
c) ____
d) ____
3.B a) ____
b) ____
c) ____
d) ____
3.C a) ____
b) ____
c) ____
d) ____
3.D a) ____
b) ____
c) ____
d) ____
3.E a) ____
b) ____
c) ____
d) ____
3.F a) ____
b) ____
c) ____

TOTALS ____ ____ ____
(1) (2) (3)

Competence Area #4

— Interpersonal Capabilities —

(1) Always
(2) Sometimes
(3) Seldomly

4.A a) ____
b) ____
c) ____
d) ____
e) ____
4.B a) ____
b) ____
c) ____
d) ____
e) ____
4.C a) ____
b) ____
c) ____
d) ____
4.D a) ____
b) ____
c) ____
d) ____
4.E a) ____
b) ____
c) ____
d) ____
4.F a) ____
b) ____
c) ____
d) ____

TOTALS ____ ____ ____
(1) (2) (3)

MY ACTION PLAN

What is important is:

- — what you believe to be your strengths,
- — what you believe you need to improve, and
- — what you plan to do to improve.

A. Competencies in my work which are being carried out very well:

B. Competencies in my work which need to be improved:

C. My objectives for self-improvement during the next six months:

HOW WELL DO I LIKE MYSELF?*

— a self-esteem quiz —

By answering the following statements truthfully, you can get a picture of your self-esteem.

For each statement, put a number that reflects your feelings:

4 if the statement is always true
3 if it's usually true
2 if it's sometimes true
1 if it's seldomly true
0 if it's never true

1. _____ I look forward to each new day.
2. _____ I'm usually in a good mood.
3. _____ Most people like me.
4. _____ When I look at myself in a mirror, I like what I see.
5. _____ I'm capable.
6. _____ I enjoy my work.
7. _____ I feel comfortable about the number of my friendships.
8. _____ I have plenty of energy.
9. _____ I'm basically an optimistic person.
10. _____ I can laugh at my mistakes.
11. _____ If I could live my life over, there isn't much I'd change.
12. _____ I'm an interesting person.
13. _____ I'm still developing and changing.
14. _____ I'm happy with my social life.
15. _____ Other people care about me.
16. _____ There's nobody quite like me.
17. _____ I'm a kind person.
18. _____ I don't have many regrets about my life.

19. _____ The people I care about respect my opinions.

20. _____ I'm not afraid to express my feelings.

21. _____ I feel comfortable in a conversation.

22. _____ I can make my life whatever I wish.

23. _____ There are few people I'd trade places with.

24. _____ I lead an interesting life.

25. _____ I'm an alert person.

26. _____ I like where I live.

_____ My Rating Score

HOW DO YOU RATE?

ABOVE 93: You may be kidding yourself. It is uncommon for people to feel totally good about their personality.

84 - 92: If you have answered truthfully, you have an especially positive self-concept.

60 - 83: You probably really like yourself. Although you are not perfect, you believe in yourself enough to keep developing.

36 - 59: You are aware of some of your strengths and shortcomings. You can change if you want to!

BELOW 36: If you are always this down on yourself, you might talk with a friend or counselor to see how they perceive you.

*Reference: Adler, Ron and Towne, N.
"Looking Out, Looking In"
Holt, Reinhardt & Winston, San Francisco, California 1975

ITEM D

SURVIVAL QUOTIENT*

Definition: Good physical and mental health are essential for successful functioning as an early childhood worker. The following characteristics are considered to be important. How do you judge yourself on these?

Give yourself 3 for each first line you check; 2 for each second line; and 1 for each third line checked.

CHECK ONE

Physical Health

1. I have excellent health and seldom miss work for health reasons. ____
2. I have average health and do not use it as an excuse to miss work. ____
3. Sometimes I use my health as an excuse not to go to work. ____

Emotional Stability

1. My personal life is stable and happy. ____
2. I have some emotional upsets but I am in control. ____
3. My personal problems tend to interfere with my work. ____

Determination

1. I seldom give up on the things I wish to accomplish. ____
2. I am willing to give up after trying hard if things don't go well. ____
3. I give up fairly easily. ____

Performance

1. I try to do more than is expected of me. ____
2. I do my best at whatever is expected of me. ____
3. I sometimes have to be prompted to perform well.

Integrity

1. I make a point of keeping my promises. ____
2. I usually try to keep my promises. ____
3. I don't consider keeping promises very important. ____

Dependability

1. I always fulfill the responsibilities of my job. ____
2. I usually do what is expected of me. ____
3. I do only what I have time to do. ____

Punctuality

1. I am always early or on time for my job. ____
2. I am usually on time. ____
3. I am occasionally late for work. ____

ITEM D — 1

CHECK ONE

Stamina

1. I can work with children for several hours and not tire. ____
2. I prefer some period of rest when I work with children. ____
3. I tire easily and have difficulty working a full day with children. ____

Sense of Humor

1. I'm almost always able to see the brighter side of difficult situations. ____
2. I usually try to be cheerful. ____
3. I consider myself to be too serious. ____

Attitude

1. I'm excited by my work. ____
2. My work offers possibilities and I'm willing to give it a fair trial. ____
3. I have to work and this job is as good as any. ____

Ambition

1. I like to take responsibility. ____
2. I am usually willing to take responsibility. ____
3. I prefer to be told what to do. ____

Interpersonal Relationships

1. I'm popular and have many friends and acquaintances. ____
2. I think people like me and I get along with most. ____
3. I feel that people don't like me very well. ____

Appearance

1. My physical appearance conforms to expectations in my work. ____
2. My appearance is acceptable but could be improved. ____
3. I don't bother much about my appearance. ____

I judge my "survival quotient" to be (low, acceptable, high).

I am particularly satisfied about my _____.

I have some concern about my _____,

therefore, I am going to try _____

_____

*Adapted from: Croft, Doreen
"Be Honest With Yourself"
Wadsworth, Pub., Belmont, California 1976

AUDIO/VIDEO RECORDING

I **Tape recording** — is a useful process for assessing the extent and nature of communication

- — between yourself and children, and/or
- — between yourself and other staff members.

After recording, the tape may be listened to several times, summarized into a written record of desirable/undesirable verbal behavior which may be used for comparison with a subsequent recorded sample.

II **Micro-Teaching** — is a process of video-tape recording for immediate feedback of your activity. For this process you need:

- — to decide what activity you wish to see yourself doing, and
- — someone to operate the camera (although it is possible to pre-set and do it yourself).

The usual procedure involves:

- — viewing the recorded activity alone or with someone,
- — identifying behavior in need of improvement,
- — planning improvements,
- — video-taping the activity again, and
- — viewing the second recording to determine if additional improvements are needed.

The criteria used for evaluating a particular activity will depend upon the objectives you had in mind and the nature of the activity. These criteria should be identified before the video-taping.

MY VIEW

This exercise helps an early childhood worker examine his or her views and how strongly they are held.

SCORE: 4 if you strongly agree with the statement
3 if you agree somewhat
2 if you disagree somewhat
1 if you strongly disagree

I believe that each child needs to:

____ 1. feel loved, therefore I must provide evidence of fondness, kindness and fairness;

____ 2. belong, therefore I must create real experiences for sharing in activities and provide opportunities for companionship;

____ 3. become independent, therefore I must encourage initiative, self control and let the child make choices;

____ 4. enjoy achievement, therefore I must provide activities in which the child can experience feelings of success;

____ 5. experience social approval, therefore I must recognize the child's strengths and frequently praise acceptable behavior and successful achievements;

____ 6. think clearly and solve problems wisely, therefore I must encourage curiosity, creative reasoning and questioning ability by providing a stimulating but orderly environment;

____ 7. live and function well with others, therefore I must provide clear guidelines for social interactions and many opportunities for cooperative activities;

____ 8. have a healthy body, therefore I must be alert for special needs and provide opportunities for regular, vigorous physical activity and experiences in good health habits;

____ 9. develop his own unique personality, so I must give him freedom to create his own music and creative expressions;

____ 10. appreciate his own culture, therefore I must provide activities in which he can experience and examine his culture.

ITEM F — 1

I believe that early childhood education should:

_____ 1. be enriching and concerned with the child's present development rather than only preparation for the future;

_____ 2. develop around people, interests, and materials in the community;

_____ 3. stress learning through concrete experiences;

_____ 4. provide through the medium of play a risk-free atmosphere for skill development;

_____ 5. stress self-help skills and practical responsibilities;

_____ 6. provide an environment that stimulates learning;

_____ 7. encourage direct involvement of parents with their children;

_____ 8. expect participation of community agencies in planning and providing for developmental and special needs of children.

NOTE: Don't try to total up a score. By thinking objectively about these statements, you will be able to examine and clarify your values.

INTERPERSONAL ABILITY*

The ability to communicate ideas, plans, procedures and feelings accurately is an important attribute of the early childhood worker.

Spend 10 minutes by yourself to consider:

a. in what ways are my communication skills effective?

b. in what ways, ineffective?

This rating scale may help you to think about your capabilities. For each statement:

— first underline the number which best identifies your place on the scale,

— then (circle) the number where you would like to be, and

— finally, make a list to answer questions a. and b. above.

1. Ability to listen to others in an understanding way.

   Not at all 1 2 3 4 5 6 Completely able

2. Willingness to discuss feelings with others.

   Not willing 1 2 3 4 5 6 Completely willing

3. Awareness of the feelings of others.

   Completely unaware 1 2 3 4 5 6 Completely aware

4. Understanding why I do what I do.

   No understanding 1 2 3 4 5 6 Complete understanding

5. Tolerance of conflict and antagonism.

   Not tolerant 1 2 3 4 5 6 Exceedingly tolerant

*Adapted from: May, Virginia
"Finding My Own Way Handbook"
ACCESS, Edmonton, Alberta

6. Acceptance of expressions of affection among others.

   Uncomfortable 1 2 3 4 5 6 Readily acceptant

7. Acceptance of comments about my behavior from others.

   Rejecting 1 2 3 4 5 6 Accepting

8. Willingness to trust others.

   Completely suspicious 1 2 3 4 5 6 Completely trusting

9. Ability to influence others.

   Completely unable 1 2 3 4 5 6 Completely able

10. Relations with peers.

    Wholly competitive 1 2 3 4 5 6 Wholly cooperative

Ways in which my communication skills are **effective**.

Ways in which my communication skills are **in-effective**.

What does each item tell me about my interpersonal abilities?

Do I wish to take some action on any?

STRENGTHS AND WEAKNESSES

Usually people organize their behavior around expectations for themselves: their own expectations and what they believe to be the expectations of other people. Ways to "check" perceptions include:

I Write down three main strengths and three weaknesses about your personality. Discuss them with a friend.

II Write down five main reasons why you first decided to "work with children". Examine those reasons to see if they are still valid.

III List five aspects of your work which you really enjoy and any which make you feel uncomfortable. Discuss these with your supervisor or employers.

IV Try to see yourself through the eyes of a person who does not know you well. What would this person say about your skill in working with children? Then, think about someone who knows you very well. What would this friend say?

V List ten skills you have as a worker with young children and parents. List two skills which you need to improve. Ask a colleague or supervisor to assist you in planning how to improve these skills.

VI Invite a friend to observe and prepare a written description of your behavior and conversation with children. Ask him to record what you actually said and did. Then, discuss the description and any comments offered by your friend.

VII Keep a diary for a period of time. Record your "discomforts" and "successes". Review the diary as a basis for introspection.

VIII Make a list of your priorities. Keep a log of how you use your time. Compare your use of time with your list of priorities. The difference will provide a means for judging your need to change your priorities or redesign your time schedule.

CHILDREN'S PROGRAM CHECKLIST*

Every early childhood worker makes judgements in some way about the nature and features of the children's program in which he is involved.

This checklist is one way of organizing a self-evaluation. It should help you to judge over-all effectiveness and plan objectives for improvement.

Although the checklist includes many features considered to be important in a program for young children, it is not intended as a "complete" description. Rather, it is recognized that each program must be different to meet the needs of the children and community.

The checklist consists of a set of questions about features of a program for young children. It **is intended for individual or team use by staff members** but could also be used as part of a group evaluation process such as that suggested in **How To Evaluate Your E.C.S. Program.**

Procedure:

I Evaluate your program by checking (✓) each item which describes a feature in your program.

II From the results of your checklist, complete the "Program Improvement Plan".

III Since program improvement (change) affects all people involved, your plan should be discussed with such people prior to action being taken.

*Adapted from: **Report of the Early Childhood Services Task Force on Teacher Competence**
Alberta Education, 1976

MATERIALS AND PHYSICAL ORGANIZATION

Checklist

1. _____ Are special materials available for children (e.g. handicapped) who may need them?
2. _____ Do materials promote manipulative work: creative activities, block building, woodwork, dressup, puppets?
3. _____ Are materials colorful and pleasantly arranged, inviting use by the children?
4. _____ Are there enough materials to encourage cooperative play; e.g. house corner?
5. _____ Are there materials for structured activities: puzzles, pegs, beads, dominoes, form boards?
6. _____ Is there a balance of materials for structured and unstructured activities?
7. _____ Can materials be used with a minimum of adult assistance?
8. _____ Are real materials provided, rather than toys, when appropriate; e.g. carpentry tools?
9. _____ Are the materials varied, introduced well, sometimes set aside?
10. _____ Are the materials in good, clean condition, inviting to the child?

ORGANIZATION

Checklist

1. _____ Have necessary provisions been made for any handicapped children?
2. _____ Are there clearly defined activity areas allowing for individual play and/or group interaction?
3. _____ Do activity areas contain all the necessary related materials?
4. _____ Can materials be easily selected and put away (adequate and accessible storage)?
5. _____ Does arrangement of furniture allow children to work without distraction?

6. _____ Does the dramatic play area encourage children to move comfortably?
7. _____ Does each child have a place to put his possessions?
8. _____ Is there a quiet place with carpet or pillows where children can rest and relax with some degree of privacy?
9. _____ Are safety and health features taken into consideration?
10. _____ Are children's products displayed in an attractive manner?

PROGRAM ELEMENTS AND ACTIVITIES

Checklist

1. _____ Are children's activities planned so as to build on their experiences at home and in the community?
2. _____ Are opportunities provided for sensory motor experience: taste, sound, touch, sight, smell; e.g. pets, plants?
3. _____ Are structured and unstructured daily experiences in verbal and listening skills planned?
4. _____ Is there variety and emphasis on creative expression: stories, songs, dance, clay modeling?
5. _____ Is appreciation and respect for different ethnic groups developed?
6. _____ Are large muscle activities provided; e.g. indoors, outdoors, integrated into various tasks?
7. _____ Are children expected to assume responsibility; e.g. personal care, decision-making, clean-up?
8. _____ Are games, dramatic play, group discussions used to teach social skills?
9. _____ Is nutrition considered to be an important factor?
10. _____ Are children exposed to materials and situations that challenge their minds?
11. _____ Are children involved in activities that confirm feelings of self-worth?

INTERPERSONAL BEHAVIOR WITH CHILDREN

Checklist

1. _____ Are children actively encouraged to be involved in explorations in play: questioning, problem-solving, etc.?
2. _____ Are children sometimes expected to choose or develop their own activities?
3. _____ Are children assisted to be and feel successful in their efforts to undertake various activities?
4. _____ Is children's behavior guided by positive (praise) rather than negative (shaming) approaches?
5. _____ Are individual differences recognized and accepted while maintaining group harmony?
6. _____ Are adult expectations for children's behavior consistent with adult behavior towards them?
7. _____ Are creative thinking processes promoted: e.g. open-ended questions, problem-solving situations?
8. _____ Is emphasis placed upon processes in children's tasks rather than on quality of products that they make?
9. _____ Are intentions, explanations and directions specifically and clearly communicated?
10. _____ Are listening and responding skills modeled for children, and opportunities provided for them to practice these skills?
11. _____ Are positive interactions among children encouraged: e.g. sharing, offering help, demonstrating skill, taking turns?
12. _____ Are children assisted in accepting limits in group activities?
13. _____ Are children's feelings and suggestions respected?
14. _____ Are children's possessions and projects treated with care?

PROGRAM IMPROVEMENT PLAN

1. What specific improvements do I wish to accomplish in the next three months?

2. What are my priorities for the improvements I wish to make?

3. What actions should be planned to achieve these improvements?

4. What "blocks" may have to be overcome to achieve the improvements?

5. With whom should I discuss my plans? Who can help achieve the improvements?